DOCUMENT RESUME

ED 100 114 EC 070 984

TITLE	Project Child Ten Kit 5: Educational Assessment Techniques.
INSTITUTION	Texas Education Agency, Austin.
NOTE	71p.; For related information see EC 070 975-992
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	Behavioral Objectives; Exceptional Child Education; Glossaries; *Instructional Materials; *Language Handicapped; Learning Disabilities; *Performance Based Teacher Education; Performance Criteria; Student Evaluation; *Testing
IDENTIFIERS	*Project CHILD

ABSTRACT

Presented is the fifth of 12 instructional kits, on education assessment techniques, for a performance based teacher education program which was developed by Project CHILD, a research effort to validate identification, intervention, and teacher education programs for language handicapped children. Included in the kit are directions for preassessment tasks for seven performance objectives, a listing of the performance objectives (such as administering and interpreting two standard diagnostic tests), instructions for seven learning experiences (such as studying and using the Frostig Test of Visual Perception), a checklist for self-evaluation for each of the performance objectives, and guidelines for proficiency assessment of each objective. Also included is a glossary of 100 terms used in educational assessment. (DB)

ED 100144

PROJECT CHILD

Ten Kit 5

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TEXAS EDUCATION AGENCY

AUSTIN, TEXAS

Texas Education Agency publications are not copyrighted. Any or all sections of this publication may be duplicated. This material may not be submitted for copyright by any person or agency.

EC 070 984

TEN KIT 5

TITLE: Educational Assessment Techniques

APPROXIMATE TIME TO COMPLETE: 40 hours

MATERIALS TO PURCHASE: None

INTRODUCTION:

Each teacher to be accountable as a professional educator must chart the progress of his students. Probably the most accepted way of evaluation of individual pupil progress is by use of standardized educational assessment techniques.

Standardized achievement and diagnostic tests should become a common part of the teacher's equipment in the learning setting. Educational assessment skills allow the teacher opportunity to demonstrate individual pupil progress. The use of the standardized, norm-referenced tests also allows comparison of pupil progress with normative population samples. The special teacher will be expected to teach-evaluate-teach-evaluate, and take the guess work out of reporting pupil progress.

PREASSESSMENT

Each package in this curriculum is initiated with a measure of the learner's knowledge and skills pertinent to that package. This is referred to as pre-assessment and is designed to determine your proficiency in each of the objectives established for the package. Depending upon the levels of behavior required by the objectives, preassessment may range from a matching quiz, through an interview with the instructor, to analysis of a video-taped classroom situation.

You should read the performance objectives stated for this kit and decide whether you feel proficient in any of the behaviors required. It is your option to request preassessment on each of the objectives in which you feel you are already proficient. For each objective there is a preassessment exercise, allowing the instructor to determine precisely which learning experiences you should complete. For example, if six objectives are prescribed for the kit and you request the preassessment exercises on four of the objectives, you will be required to complete the learning experiences for the two objectives in which you did not request preassessment. For the four objectives on which you requested preassessment, you will be required to complete only those learning experiences for the objectives on which you did not meet the proficiency required.

TEN KIT 5

Educational Assessment Techniques

PREASSESSMENT

Performance Objective 1

The student will obtain the Frostig Test materials from the teacher supervisor's office and administer the test to two language disabled subjects between 5 and 8 CA. He then will score the test results and bring the recommended habilitation procedures if indicated to the teacher supervisor for evaluation. The habilitation procedures must be taken from those identified by Frostig for particular areas of deficit. The teacher supervisor will evaluate the test materials and recommendations for remediation using the standard checklist given. The tests must be administered, scored, and remediation procedures correctly identified at the 100 per cent proficiency level for both subjects.

Students failing to attain the 100 per cent level of proficiency should be cycled through the learning experiences for this objective.

TEN KIT 5

Educational Assessment Techniques

PREASSESSMENT

Performance Objective 1

The student should obtain a 100 per cent rating on the following checklist in order to demonstrate proficiency:

YES	NO		
___	___	1.	Did the student give the Frostig test?
___	___	2.	Did the student score the test results?
___	___	3.	Did the student identify the pupils' problem areas?
___	___	4.	Did the student develop a remediation program for the pupil?
___	___	5.	Did the student select the appropriate Frostig remediation materials?
___	___	6.	Was the student able to use materials in an effective manner?
___	___	7.	Did the student have difficulty with identification of problem areas from test results?
___	___	8.	Was the pupil an appropriate age for the Frostig materials?
___	___	9.	Was the student able to follow directions for administering and scoring?
___	___	10.	Were all the scores and pupil personnel data accurately recorded?

*

TEN KIT 5

Educational Assessment Techniques

PREASSESSMENT

Performance Objective 2

The student desiring to take the preassessment evaluation over this objective should secure the three achievement tests that they wish to be evaluated upon from the teacher supervisor's office. The student, using a peer role playing session, should then schedule a conference with the teacher supervisor to demonstrate his knowledge of administration, scoring and interpretation of the three achievement tests selected. The student will be evaluated against the standard checklist given. Students failing to achieve the 90 per cent level of proficiency should be cycled through the learning experiences for this objective.

TEN KIT 5

Educational Assessment Techniques

PREASSESSMENT

Performance Objective 2

The student should obtain a 90 per cent rating on the following checklist in order to demonstrate proficiency:

YES	NO		
___	___	1.	Did the student administer and score three achievement tests?
___	___	2.	Did the student follow the standard administrative procedures on all three tests?
___	___	3.	Was the personal data filled in completely on each test?
___	___	4.	Was the student able to use the test norms?
___	___	5.	Did the student score each of the tests correctly?
___	___	6.	Was the student able to interpret the educational implications of the accumulated test data?
___	___	7.	Was the student able to identify the kind of errors the pupil was making on each test?
___	___	8.	Was the test scoring legible?
___	___	9.	Was the student able to give educational significance to the obtained scores?
___	___	10.	Could the student use test data in curriculum planning?

GUIDELINES

1. The teacher supervisor should be attempting to help the student develop a positive attitude toward testing.

2. The questions used on this checklist should reflect a general knowledge of achievement tests.

3. The teacher supervisor should be able to elicit a variety of responses by a questioning technique to assist the student on this objective.

TEN KIT 5

Educational Assessment Techniques

PREASSESSMENT

Performance Objective 3

The student desiring to take the preassessment over Performance Objective 3 should obtain the specimen sets of the diagnostic tests to be demonstrated in each of the basic skill areas of arithmetic, handwriting, language, motor skills, perception, reading and spelling from the teacher supervisor's office. The student should set up a peer role playing activity in which to demonstrate the administration, scoring and interpretation of the two tests in each basic skill area. He will also schedule a session with the teacher supervisor to evaluate the role playing activity using a standard checklist for evaluation. Students failing to obtain the 90 per cent level of proficiency should be cycled through the learning experiences.

TEN KIT 5

Educational Assessment Techniques

PREASSESSMENT

Performance Objective 3

The student should obtain a 90 per cent rating on the following checklist in order to demonstrate proficiency:

YES	NO		
___	___	1.	Did the student administer, score and interpret two diagnostic tests in each basic skill area?
___	___	2.	Was the student able to use the standard administration procedures for each test?
___	___	3.	Was the student able to use the test norms correctly?
___	___	4.	Did the student have the skill to interpret tests adequately?
___	___	5.	Was the student able to use test data in curriculum planning for language disabled pupils?
___	___	6.	Did the student find the educational significance of each test?
___	___	7.	Were the test results used as guides in programming for language disabled pupils?
___	___	8.	Did the student exhibit a feeling of confidence in use of test instruments?
___	___	9.	Were the tests used to identify specific problem areas?
___	___	10.	Will the student use diagnostic tests in teaching?

GUIDELINES

1. The teacher supervisor should be attempting to help the student develop a positive attitude toward testing.

2. The questions used on this checklist should reflect a general knowledge of diagnostic tests.

3. The teacher supervisor should be able to elicit a variety of responses by a questioning technique to assist the students on this objective.

TEN KIT 5

Educational Assessment Techniques

PREASSESSMENT

Performance Objective 4 Sociogram and Vineland Maturity Scale

NAME _____ DATE _____

Proficiency requires at least 90 per cent accuracy.

A. Ten Item True-False Test (Place a circle around correct response.)

T F 1. Sociograms are a procedure for recording interpersonal dynamics of a group.

T F 2. The sociogram can only be used with a group whose members are acquainted with each other.

T F 3. The sociogram administration requires that the pupil answer a set of problems.

T F 4. A pupil that is not selected by other members of the group is called a star.

T F 5. An isolate means that the pupil is popular with peers.

T F 6. The Vineland Social Maturity Scale is a standardized test.

T F 7. The Vineland administration requires a parent interview.

T F 8. The Vineland test gives a social age.

T F 9. The social age or quotient is equal to an achievement score in reading.

T F 10. The Vineland requires use of norms.

B. Ten Item Matching Test (Place number in the blank before the correct matching statement.)

1. Isolates
2. Stars
3. Preference
4. Dynamics
5. Sociometrics
6. Parent interview
7. Norm
8. Social Quotient
9. Social Age
10. Rank

_____ Pupils that are not selected by any classmates on a sociogram.

_____ Talking with the parents about the Vineland Social Maturity Scale.

_____ Pupils that are picked often by their classmates on a sociogram.

**

TEN KIT 5, Educational Assessment Techniques, Preassessment
Performance Objective 4

_____ The standardization data for a test like the Vineland.

_____ Measuring social data on a standard instrument.

_____ The position at which a pupil falls in an array of pupils.

_____ A first choice on the choice priority.

_____ A score that is somewhat equivalent to the intelligence quotient.

_____ The identified development of social behavior given in terms of age.

_____ The personality emergent from interactions among group members.

C. Ten Short Answer Test Items (Write the correct response for each question.)

1. The information gained by the teacher using the Vineland is given by the_____.

2. The sociogram shows the interpersonal_____existing in the group.

3. The teacher may ask a question and ask group members to select their _____to do that activity.

4. The Vineland Social Maturity Scale is a standard_____ of social growth.

5. The sociogram may be given in either the regular or special_____ _____.

6. The Vineland norms were developed to allow_____ interpretation of the data.

7. The sociogram may be given by_____.

8. The Vineland Social Maturity Scale was developed for the purpose of _____.

9. Social development is important in planning for_____ instructional programs for each pupil.

10. The pupil should have good social_____.

**

TEN KIT 5

Educational Assessment Techniques

PREASSESSMENT

Performance Objective 4 Sociogram and Vineland Maturity Scale Test

Proficiency requires at least 90 per cent accuracy.

A. Ten Item True-False Test (Place circle around correct response.)

(T) F 1. Sociograms are a procedure for recording interpersonal dynamics of a group.

(T) F 2. The sociogram can only be used with a group whose members are acquainted with each other.

(T) F 3. The sociogram administration requires that the pupil answer a set of problems.

T (F) 4. A pupil that is not selected by other members of the group is called a star.

T (F) 5. An isolate means that the pupil is popular with peers.

(T) F 6. The Vineland Social Maturity Scale is a standardized test.

(T) F 7. The Vineland administration requires a parent interview.

(T) F 8. The Vineland test gives a social age.

T (F) 9. The social age or quotient is equal to an achievement score in reading.

(T) F 10. The Vineland requires use of norms.

B. Ten Item Matching Test (Place number in the blank before the correct matching statement.)

1. Isolates
2. Stars
3. Preference
4. Dynamics
5. Sociometrics
6. Parent Interview
7. Norm
8. Social Quotient
9. Social Age
10. Rank

__1__ Pupils that are not selected by any classmates on a sociogram.

__6__ Talking with the parents about the Vineland Social Maturity Scale.

__2__ Pupils that are picked often by their classmates on a sociogram.

TEN KIT 5, Educational Assessment Techniques, Preassessment
Performance Objective 4

__7__ The standardization data for a test like the Vineland.

__5__ Measuring social data on a standard instrument.

__10__ The position at which a pupil falls in an array of pupils.

__3__ A first choice on the choice priority.

__8__ A score that is somewhat equivalent to the intelligence quotient.

__9__ The identified development of social behavior given in terms of age.

__4__ The personality emergent from interactions among group members.

C. Ten Short Answer Test Items (Write the correct response for each question.)

1. The information gained by the teacher using the Vineland is given by the __informant__.

2. The sociogram shows the interpersonal __dynamics__ existing in the group.

3. The teacher may ask a question and ask group members to select their __favorites__ to do that activity.

4. The Vineland Social Maturity Scale is a standard __measure__ of social growth.

5. The sociogram may be given in either the regular or special __classroom__.

6. The Vineland norms were developed to allow __standard__ interpretation of the data.

7. The sociogram may be given by __teachers__.

8. The Vineland Social Maturity Scale was developed for the purpose of __social evaluation__.

9. Social development is important in planning for __individualized__ instructional programs for each pupil.

10. The pupil should have good social __behavior.__

TEN KIT 5

Educational Assessment Techniques

PREASSESSMENT

Performance Objective 5

The student who wishes to take the preassessment on Performance Objective 5 should administer and score a sociogram to a classroom and administer and score two Vineland Social Maturity Scales to the appropriate subject. The student should present these to the teacher supervisor for evaluation. The teacher supervisor will use the standard checklist to evaluate the student's performance. If the student fails to attain the 100 per cent level of proficiency, he should be cycled through the learning experiences for this objective.

TEN KIT 5

Educational Assessment Techniques

PREASSESSMENT

Performance Objective 5

The student should obtain a 100 per cent rating on the following checklist in order to demonstrate proficiency:

YES NO

___ ___ 1. Did the student prepare stimulus questions for sociogram?

___ ___ 2. Did the student administer the sociogram?

___ ___ 3. Did the student interpret the results of the sociogram?

___ ___ 4. Was the student able to identify the educational significance of the sociometric data obtained?

___ ___ 5. Was the student able to use the data in curriculum planning for language disabled pupils?

___ ___ 6. Did the student use the Vineland Social Maturity Scale?

___ ___ 7. Did the student hold a parent interview?

___ ___ 8. Was the student able to apply the Vineland norms correctly?

___ ___ 9. Was the student able to use the information obtained on the Vineland in curriculum planning for the language disabled pupil?

___ ___ 10. Was the sociometric data valuable to the student?

TEN KIT 5

Educational Assessment Techniques

PREASSESSMENT

Performance Objective 6 Assessment Vocabulary Test

NAME_____ DATE_____

Proficiency requires at least 90 per cent accuracy.

Place the number of each word in the blank before the correct matching statement.

1. Validity
2. Reliability
3. Achievement
4. Diagnostic
5. Norms
6. Mean
7. Distribution
8. Discrimination
9. Error
10. Examiner
11. Individual Differences
12. Intelligence Quotient
13. Statistics
14. Non-Verbal Tests
15. Personality
16. Projective Test
17. Raw Score
18. Readiness
19. Sampling
20. Scores

_____ The ability to consistently measure what a test purports to measure.

_____ The serial arrangement of numbers in an array usually from high to low.

_____ The ability to achieve identical results in a test-retest situation.

_____ The selection of representative members at random to represent a group.

_____ That which one accomplishes of an academic nature in a school setting.

_____ The maturity to accomplish a specific task such as reading.

_____ A test that pinpoints errors attributable to a lack of technical skill in a specific subject matter area.

_____ A standardization sample compiled in such a way as to compare individual scores with the group.

_____ The projection of human characteristics into inanimate objects.

_____ The identifiable characteristics possessed by individual members of society.

**

TEN KIT 5. Educational Assessment Techniques, Preassessment
Performance Objective 6

_____ The person giving the test.

_____ Proposes to be an I. Q. score.

_____ The degree or amount of incorrect response to a stimulus.

_____ The mathematical computation of test results into a usable array.

_____ The ability to differentiate between two similar stimuli.

_____ A test that does not depend upon reading ability to complete incidence at various intervals.

_____ A measure of central tendency.

_____ The characteristics of individuals.

_____ The number of correct responses on a reading test.

_____ The results of an achievement test for a group of pupils.

**

TEN KIT 5

Educational Assessment Techniques

PREASSESSMENT

Performance Objective 6 — Assessment Vocabulary Test

Proficiency requires at least 90 per cent accuracy.

Place the number of each word in the blank before the correct matching statement.

1. Validity
2. Reliability
3. Achievement
4. Diagnostic
5. Norms
6. Mean
7. Distribution
8. Discrimination
9. Error
10. Examiner
11. Individual Differences
12. Intelligence Quotient
13. Statistics
14. Non-Verbal Tests
15. Personality
16. Projective Test
17. Raw Score
18. Readiness
19. Sampling
20. Scores

__2__ The ability to consistently measure what a test purports to measure.

__7__ The serial arrangement of numbers in an array usually from high to low.

__2__ The ability to achieve identical results in a test-retest situation.

__19__ The selection of representative members at random to represent a group.

__3__ That which one accomplishes of an academic nature in a school setting.

__18__ The maturity to accomplish a specific task such as reading.

__4__ A test that pinpoints errors attributable to a lack of technical skill in a specific subject matter area.

__5__ A standardization sample compiled in such a way as to compare individual scores with the group.

__16__ The projection of human characteristics into inanimate objects.

__11__ The identifiable characteristics possessed by individual members of society.

TEN KIT 5, Educational Assessment Techniques, Preassessment
Performance Objective 6

10 The person giving the test.

12 Proposes to be a measure of intelligence.

9 The degree or amount of incorrect response to a stimulus.

13 The mathematical computation of test results into a usable array.

8 The ability to differentiate between two similar stimuli.

14 A test that does not depend upon reading ability to complete incidence at various intervals.

6 A measure of central tendency.

15 The characteristics of individuals.

17 The number of correct responses on a reading test.

20 The results of an achievement test for a group of pupils.

TEN KIT 5

Educational Assessment Techniques

PREASSESSMENT

Performance Objective 7

The student desiring preassessment on Performance Objective 7 will select a language disabled student of the appropriate age and administer the Purdue Perceptual Motor Survey to him. Schedule a conference with the teacher supervisor to evaluate testing results. The teacher supervisor will use a standard checklist to evaluate performance. If the student fails to attain the 90 per cent level of proficiency, he should be cycled through the learning experiences for this objective.

TEN KIT 5

Educational Assessment Techniques

PREASSESSMENT

Performance Objective 7

The student should obtain a 90 per cent rating on the following checklist in order to demonstrate proficiency:

YES NO

___ ___ 1. Did the student follow directions on the Purdue Perceptual Motor Survey?

___ ___ 2. Did the student correctly score the Purdue Perceptual Motor Survey?

___ ___ 3. Did the student use the norms correctly?

___ ___ 4. Did the student understand the different motor movements evaluated?

___ ___ 5. Did the student understand the results of testing and their importance in the psychomotor development of language disabled pupils?

___ ___ 6. Did the student seem confident in the use of the test instrument?

___ ___ 7. Was the student able to translate results into data of educational significance to the language disabled pupil?

___ ___ 8. Was the student able to see the relationship between motor function and academic achievement?

___ ___ 9. Could the student provide counseling for all interested publics from test results?

___ ___ 10. Did the student feel the Purdue Perceptual Motor Survey was a valuable teaching tool?

TEN KIT 5

Educational Assessment Techniques

PERFORMANCE OBJECTIVES

After completing Ten Kit 5, the student will

1. Apply the results of the Frostig Developmental Test of Visual Perception to the proper selection of Frostig remediation materials for habilitation of the language disabled child with a proficiency level of 100 per cent as evaluated on a checklist by the teacher supervisor.

2. Apply standardized testing procedures by administering and interpreting with 90 per cent proficiency at least three standardized achievement tests appropriate to each grade level and basic content area as evaluated on a standard checklist by the teacher supervisor.

3. Apply standardized test procedures by administering and interpreting with a 90 per cent level of proficiency two standard diagnostic tests in each basic skill area as evaluated on a checklist by the teacher supervisor.

4. Demonstrate knowledge of a sociogram and the Vineland Social Maturity Scale as measures of social growth and development by passing with a 90 per cent level of proficiency an objective test.

5. Apply the sociogram and Vineland Social Maturity Scale as measures of social growth and development by administering and interpreting both instruments with 100 per cent proficiency as evaluated on a checklist by the teacher supervisor.

6. Demonstrate his knowledge of standard assessment vocabulary by performing at the 90 per cent level of accuracy on a matching test over terms.

7. Apply Kephart's Purdue Perceptual Motor Survey by administering and interpreting it with 90 per cent proficiency as evaluated by the teacher supervisor using a standard checklist.

**

TEN KIT 5

Educational Assessment Techniques

LEARNING EXPERIENCE 1

1. Read and study manuals and test booklets for Frostig Program for Visual Perception Grade Level K-2, Follett Publishing Company, 1010 West Washington Blvd., Chicago, Illinois, 60607.

2. Schedule a conference with the teacher supervisor to discuss application of Frostig materials.

3. Schedule two sessions with a peer to practice use of Frostig test materials. Schedule these through teacher supervisor's office.

4. Test two selected pupils in grades K-2 and between 5 and 8 CA; (1) score test results, (2) identify problem areas, (3) develop remediation program and (4) select Frostig remediation materials.

5. Review self evaluation for this objective.

6. Schedule evaluation conference with teacher supervisor to review proficiency in using Frostig Test to select materials for remediation program.

(Performance Objective 1)

**

TEN KIT 5

Educational Assessment Techniques

LEARNING EXPERIENCE 1

Performance Objective 1

The student will obtain the Frostig materials from the teacher supervisor's office. He will read and study the Frostig materials.

The teacher supervisor will schedule a one-hour conference for all students completing the learning experiences for this objective. The purpose of this conference will be to explain the administering, scoring and interpreting of the Frostig Test. The identification of deficit areas and appropriate remediation procedures should also be discussed with the students going through the learning experiences.

The teacher supervisor should help the student secure room space and peers for practice if needed. The teacher supervisor should have some sources for language disabled pupils of the appropriate chronological age if the student is unable to locate two language disabled pupils.

The student should schedule a conference with the teacher supervisor to evaluate the results of testing and recommendations for remediation for the two language disabled pupils tested.

A standard form should be used to record the remediation procedures. The teacher supervisor will use a standard checklist to evaluate the test administration, scoring, interpretation, and the remediation procedures.

TEN KIT 5

Educational Assessment Techniques

LEARNING EXPERIENCE 2

1. Secure test manuals and test forms for three of the following standardized achievement tests appropriate for each grade level:

Tests, Grades 1-3

American School Achievement Tests
California Achievement Tests
Metropolitan Achievement Tests
SRA Achievement Series
Stanford Achievement Test
Wide Range Achievement Test

Tests, Grades 3-9

American School Achievement Test
California Achievement Test
Gray-Votaw-Rogert General Achievement Test
Iowa Tests of Basic Skills
Metropolitan Achievement Tests
SRA Achievement Series
Wide Range Achievement Tests

2. Schedule two practice sessions with a peer to practice administration, scoring, and interpretation of three standardized achievement tests appropriate for each grade level and in each basic content area. Schedule through teacher supervisor's office.

3. Review and study practice testing results and correct identified errors.

4. Review self evaluation for this objective.

5. Schedule a conference with the teacher supervisor to evaluate proficiency with selected test instruments.

(Performance Objective 2)

**

TEN KIT 5

Educational Assessment Techniques

LEARNING EXPERIENCE 2

Performance Objective 2

The student will obtain the three specimen sets of achievement tests to be used in this objective. The student will schedule practice sessions with peers on the administration, scoring and interpretation of each of the three achievement tests used in this objective.

The student will schedule use of classroom space for peer group activities through the teacher supervisor's office if needed. The student will also schedule peer assistance through the teacher supervisor's office in the peer group practice sessions if he is unable to find peers.

The student will schedule a conference with his teacher supervisor to evaluate his knowledge of the three achievement tests to be demonstrated when he is ready. The teacher supervisor will evaluate the student performance against a standard checklist.

TEN KIT 5

Educational Assessment Techniques

LEARNING EXPERIENCE 3

1. Select and study test manuals and test forms for two diagnostic tests in each basic area of arithmetic, handwriting, language, motor skills, perception, reading and spelling.

Arithmetic

Clapp-Young Arithmetic Test
Compass Diagnostic Tests in Arithmetic
Diagnostic Test for Fundamental Processes in Arithmetic
Stanford Diagnostic Arithmetic Test

Handwriting

Better Handwriting for You
Freeman Chart for Diagnosing Faults in Handwriting
Handwriting with Write and See
Minneapolis Self-Corrective Handwriting Chart
Peterson Handwriting
Pressey Chart for Diagnosis of Illegibilities in Handwriting

Language

Building Language Power
Continental Press English
English We Need
Exploring English
The World of Language

Motor Skills

Continental Press Visual Motor Tasks
Harris Test of Lateral Dominance

Perception

Psychoeducational Inventory of Basic Learning Disability
Simkov Perceptual Organization Inventory
Wepman Test of Auditory Discrimination
Monroe Test of Auditory Memory
Learning Readiness System
Sensory Enrichment Materials
I Want to Learn
Remediation of Learning Disabilities
Fitzhugh Plus Program

**

TEN KIT 5, Educational Assessment Techniques, Learning Experience 3, Performance Objective 3

Reading

Gray Oral Reading Test
Gates-McKillop Reading Test
Spache Diagnostic Reading Scales
Durrell Analysis of Reading

Spelling

Gates Russell Diagnostic Test
Lincoln Diagnostic Spelling Test
Basic Goals in Spelling
Dr. Spello

2. Schedule two practice sessions with peers for each diagnostic test in a basic skill area. Schedule through teacher supervisor's office.

3. Review the results of the practice sessions.

4. Review self evaluation for this objective.

5. Schedule session with teacher supervisor to demonstrate proficiency with diagnostic tests in each basic skill area.

(Performance Objective 3)

**

TEN KIT 5

Educational Assessment Techniques

LEARNING EXPERIENCE 3

Performance Objective 3

The student will obtain the specimen sets of diagnostic tests to be demonstrated from the teacher supervisor's office. The student will schedule space for peer role playing activities through the teacher supervisor's office, if needed. He should also seek assistance from the teacher supervisor's office if he is unable to find peers for the role playing activities.

The student should schedule at least two practice sessions with peers for each diagnostic test to be demonstrated. He should schedule a conference with the teacher supervisor to evaluate his performance when he feels that he is ready. The teacher supervisor will use a standard checklist to evaluate the student's performance on each of the diagnostic tests demonstrated. The student should attain a 90 per cent proficiency level.

TEN KIT 5

Educational Assessment Techniques

LEARNING EXPERIENCE 4

1. Review the sociogram materials from Ten Kit 4, Performance Objective 3, for use with this objective.

2. Read and study test manuals and test forms for the Vineland Social Maturity Scale.

3. Review self evaluation for this objective.

4. Take the thirty-item objective test over the sociogram and the Vineland Social Maturity Scale. Obtain from teacher supervisor's office.

5. Schedule session with teacher supervisor to evaluate results of objective test.

(Performance Objective 4)

**

TEN KIT 5

Educational Assessment Techniques

LEARNING EXPERIENCE 5

1. Demonstrate knowledge of sociometric procedure by preparing stimulus questions for a sociogram and applying the sociometric measure to a selected classroom of pupils. Schedule through teacher supervisor's office.

2. Evaluate and describe the results of the sociometric measure and identify educational implications.

3. Schedule conference with teacher supervisor to report sociometric test results.

4. Schedule an interview with a selected language disabled child and his parents and complete the Vineland Social Maturity Scale. Schedule through teacher supervisor's office.

5. Score and evaluate the Vineland Social Maturity Scale and give the educational and social implications obtained from the interview session.

6. Review self evaluation for this objective.

7. Schedule an evaluation session with the teacher supervisor to evaluate the Vineland Social Maturity Scale interview results.

(Performance Objective 5)

**

TEN KIT 5

Educational Assessment Techniques

LEARNING EXPERIENCE 5

Performance Objective 5

The student should obtain the Vineland Social Maturity Scale materials from the teacher supervisor's office. He should read and study the Vineland manuals and report forms. When he feels prepared to give the Vineland, he should schedule an interview with a parent of a language disabled child through the teacher supervisor's office if this assistance is needed. He should evaluate the language disabled child using the Vineland.

The student should then schedule a conference with the teacher supervisor to evaluate the results. The teacher will use the test materials and standard checklist to evaluate student performance.

TEN KIT 5

Educational Assessment Techniques

LEARNING EXPERIENCE 6

1. Secure and study the list of 100 standard vocabulary terms and definitions for Ten Kit 5.

2. Review self evaluation for this objective.

3. Take the examination over the vocabulary terms when prepared.

4. Schedule evaluation session with teacher supervisor to review vocabulary and definition matching test.

(Performance Objective 6)

**

TEN KIT 5

Educational Assessment Techniques

LEARNING EXPERIENCE 7

1. Read and study the teacher's manual and the student test booklet for the Purdue Perceptual Motor Survey. Obtain from teacher supervisor's office.

2. Schedule a session with the teacher supervisor to discuss the Purdue Perceptual Motor Survey.

3, Schedule a role playing session using peers to demonstrate the administration and scoring of the Purdue Perceptual Motor Survey. Schedule session through teacher supervisor's office.

4. Review self evaluation for this objective.

5. Schedule session with teacher supervisor to evaluate administration and scoring of the Purdue Perceptual Motor Survey.

(Performance Objective 7)

SELF EVALUATION

The learning experiences in this kit are accompanied by a self evaluation checklist. These are provided so that you may study a given performance objective, complete the learning experience(s) designed for that objective and determine for yourself whether you have completed the assignment satisfactorily. The primary purpose of self evaluation is to allow you to review your own progress before requesting the proficiency assessment exercises for the kit. After you have completed the learning experiences assigned to you for this kit, you should request the self evaluation checklist. Review the checklist carefully; if there are any indications that you have not completed a learning experience satisfactorily, either go back to the learning experience for a review or schedule a conference with your teacher supervisor. If your response to the checklist indicates satisfactory completion of all the learning experiences, schedule proficiency assessment.

TEN KIT 5

Educational Assessment Techniques

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 1

YES	NO		
___	___	1.	Did I obtain the Frostig Test and remediation materials from the teacher supervisor's office?
___	___	2.	Did I schedule a conference with my teacher supervisor to discuss the Frostig Test and remediation materials?
___	___	3.	Did I set up a practice session with a peer and practice use of the Frostig test materials?
___	___	4.	Did I schedule through the teacher supervisor's office two selected pupils in grades K-2 and between 5 and 8 CA?
___	___	5.	Did I score test results and identify problem areas and develop a remediation program using Frostig materials as the basis for remediation?

**

TEN KIT 5

Educational Assessment Techniques

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 2

YES	NO	
___	___	1. Did I secure, read and study test manuals and test forms for three standard achievement tests from the teacher supervisor's office?
___	___	2. Did I schedule through the teacher supervisor's office two practice sessions with a peer to administer, score and interpret three standard achievement tests?
___	___	3. Did I review and study the practice testing results and correct identified errors?

TEN KIT 5

Educational Assessment Techniques

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 3

YES	NO		
___	___	1.	Did I secure, read and study two standard diagnostic tests from the teacher supervisor's office in each basic area of arithmetic, handwriting, language, motor skills, perception, reading and spelling?
___	___	2.	Did I schedule through the teacher supervisor's office two practice sessions with peers for each diagnostic test selected in a basic skill area?
___	___	3.	Did I review the results of the practice testing sessions?

**

TEN KIT 5

Educational Assessment Techniques

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 4

YES	NO		
___	___	1.	Did I review sociogram materials from Ten Kit 4, Performance Objective 3?
___	___	2.	Do I understand sociometric testing techniques using the sociogram?
___	___	3.	Did I obtain from the teacher supervisor's office, read and study test manuals and test forms for the Vineland Social Maturity Scale?
___	___	4.	Do I understand the procedures for administering and scoring the Vineland Social Maturity Scale?

**

TEN KIT 5

Educational Assessment Techniques

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 5

YES	NO		
___	___	1.	Did I schedule through the teacher supervisor's office a classroom assignment for use in sociometric testing?
___	___	2.	Did I prepare a sociogram from the results of sociometric testing?
___	___	3.	Did I evaluate and describe the results of the sociometric testing and identify the educational implications of that evaluation?
___	___	4.	Did I schedule a parent interview for application of the Vineland Social Maturity Scale through the teacher supervisor's office?
___	___	5.	Did I score and evaluate the Vineland Social Maturity Scale and find the social implications of the results?

TEN KIT 5

Educational Assessment Techniques

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 6

YES	NO		
___	___	1.	Did I secure, read and study a list of the 100 most used vocabulary terms and definitions for assessment from the teacher supervisor's office?
___	___	2.	Do I know the definitions of the 100 words on this list?

**

TEN KIT 5

Educational Assessment Techniques

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 7

YES	NO		
___	___	1.	Did I obtain from the teacher supervisor's office the Kephart's Purdue Perceptual Motor Survey Test Manual and student test record booklet?
___	___	2.	Did I read the manual and student test record booklet?
___	___	3.	Did I schedule a conference with the teacher supervisor to discuss the Purdue Perceptual Motor Survey materials?
___	___	4.	Do I understand the administration and interpretation of the Purdue Perceptual Motor Survey?

**

PROFICIENCY ASSESSMENT

When you have completed each of the learning experiences assigned to you for this kit and through the self evaluation procedures have determined that you achieved the intended results, you should request your instructor to assess your proficiency in the performance objectives stated at the beginning of this kit.

Although proficiency assessment may take any one of many forms, it always has the single purpose of measuring your attainment of the performance objectives for which the kit is planned. Thus, it is structured to assess all of and only those behaviors stated in the objectives.

TEN KIT 5

Educational Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 1

The student will present the two complete sets of Frostig Tests from Learning Experience 1 to the teacher supervisor for evaluation. The student shall also present the recommended remediation procedures for the two language disabled pupils on a standard form for evaluation.

The student should be recycled through the learning experiences for this objective if he fails to attain the 100 per cent level of proficiency. He should be directed to the next objective if he attains the desired level of proficiency for this objective.

TEN KIT 5

Educational Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 1

The student should obtain a 100 per cent rating on the following checklist in order to demonstrate proficiency:

YES	NO		
___	___	1.	Did the student give the Frostig test?
___	___	2.	Did the student score the test results?
___	___	3.	Did the student identify the pupils' problem areas?
___	___	4.	Did the student develop a remediation program for the pupil?
___	___	5.	Did the student select the appropriate Frostig remediation materials?
___	___	6.	Was the student able to use materials in an effective manner?
___	___	7.	Did the student have difficulty with identification of problem areas from test results?
___	___	8.	Was the pupil an appropriate age for the Frostig materials?
___	___	9.	Was the student able to follow directions for administering and scoring?
___	___	10.	Were all the scores and pupil personnel data accurately recorded?

TEN KIT 5

Educational Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 2

The student will schedule a conference with the teacher supervisor to evaluate his use of the three achievement tests selected in Learning Experience 2. The teacher supervisor will evaluate the student against a standard checklist. The student should go through the administration procedures and instructions for each test including all pupil instruction and timing requirements with his peer group. He will not have to use the specified time, only note it in the pupil instruction.

The student should see that the peers engaging in the role playing activity are properly seated and arranged for maximum test performance and that the space used is arranged for best test results. The student should also see that all procedures outlined for administration of the tests are followed including the completion and collection of test materials at the conclusion of the testing period. The student should be able to indicate the educational implications for the test data obtained and the educational significance of each score available for the tests selected.

If the student fails to attain a 90 per cent level of proficiency on this objective, he should be recycled through the learning experiences. If the student attains the desired level of proficiency for this objective, he should be directed to the next objective.

Student Outcomes

The student working through this objective should learn to use achievement tests as a basic teaching tool for working with children in the classroom setting. It will be imperative that the teacher supervisor create a very positive atmosphere in which the student in training is given every opportunity to develop a good attitude toward this type test. It is not the purpose of this kit to make every student familiar with a large number of achievement tests but to help him be successful and able to use the achievement tests he will have available in his own classroom.

*

TEN KIT 5

Educational Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 2

The student should obtain a 90 per cent rating on the following checklist in order to demonstrate proficiency:

YES NO

___ ___ 1. Did the student administer and score three achievement tests?

___ ___ 2. Did the student follow the standard administrative procedures on all three tests?

___ ___ 3. Was the personal data filled in completely on each test?

___ ___ 4. Was the student able to use the test norms?

___ ___ 5. Did the student score each of the tests correctly?

___ ___ 6. Was the student able to interpret the educational implications of the accumulated test data?

___ ___ 7. Was the student able to identify the kind of errors the pupil was making on each test?

___ ___ 8. Was the test scoring legible?

___ ___ 9. Was the student able to give educational significance to the obtained scores?

___ ___ 10. Could the student use test data in curriculum planning?

GUIDELINES

1. The teacher supervisor should be attempting to help the student develop a positive attitude toward testing.

2. The questions used on this checklist should reflect a general knowledge of achievement tests.

3. The teacher supervisor should be able to elicit a variety of responses by a questioning technique to assist the students on this objective.

*

TEN KIT 5

Educational Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 3

The student will set up a peer role playing activity to demonstrate his ability to administer, score and interpret the two diagnostic tests in each basic skill area. He will also schedule a conference with the teacher supervisor to evaluate these peer role playing sessions using a standard checklist for each of the diagnostic tests demonstrated.

The student will demonstrate pupil instructions, standard administration procedures, timing instructions, seating arrangements and room arrangements for maximum testing results, the conclusion of testing and the collection of test materials and the use of test data in pupil planning. The student should demonstrate the educational significance of each test, proper use of test results, and the identification of specific problem areas revealed by each test.

If the student fails to attain the 90 per cent level of proficiency on each diagnostic test demonstrated, he should be recycled through the learning experiences. If the student attains the desired level of proficiency on this objective, he should be directed to the next objective.

Student Outcomes

The purpose of this kit is to help the student develop a positive attitude toward using diagnostic tests. It is designed to assist him in identifying specific kinds of problems that his pupils will experience in each basic skill area. This objective in no way attempts to make the student familiar with all diagnostic tests but to give him a general knowledge of the kinds of diagnostic tests that are available. The teacher supervisor should assume responsibility for creating an environment in which the student will have maximum opportunity to develop the desired attitude.

TEN KIT 5

Educational Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 3

The student should obtain a 90 per cent rating on the following checklist in order to demonstrate proficiency:

YES	NO		
___	___	1.	Did the student administer, score and interpret two diagnostic tests in each basic skill area?
___	___	2.	Was the student able to use the standard administration procedures for each test?
___	___	3.	Was the student able to use the test norms correctly?
___	___	4.	Did the student have the skill to interpret tests adequately?
___	___	5.	Was the student able to use test data in curriculum planning for language disabled pupils?
___	___	6.	Did the student find the educational significance of each test?
___	___	7.	Were the test results used as guides in programming for language disabled pupils?
___	___	8.	Did the student exhibit a feeling of confidence in use of test instruments?
___	___	9.	Were the tests used to identify specific problem areas?
___	___	10.	Will the student use diagnostic tests in teaching?

GUIDELINES

1. The teacher supervisor should be attempting to help the student develop a positive attitude toward testing.

2. The questions used on this checklist should reflect a general knowledge of diagnostic tests.

3. The teacher supervisor should be able to elicit a variety of responses by a questioning technique to assist the students on this objective.

TEN KIT 5

Educational Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 4 Sociogram and Vineland Maturity Scale

NAME_____ DATE_____

Proficiency requires at least 90 per cent accuracy.

A. Ten Item True-False Test (Place a circle around correct response.)

T F 1. Sociograms are a procedure for recording interpersonal dynamics of a group.

T F 2. The sociogram can only be used with a group whose members are acquainted with each other.

T F 3. The sociogram administration requires that the pupil answer a set of problems.

T F 4. A pupil that is not selected by other members of the group is called a star.

T F 5. An isolate means that the pupil is popular with peers.

T F 6. The Vineland Social Maturity Scale is a standardized test.

T F 7. The Vineland administration requires a parent interview.

T F 8. The Vineland test gives a social age.

T F 9. The social age or quotient is equal to an achievement score in reading.

T F 10. The Vineland requires use of norms.

B. Ten Item Matching Test (Place number in the blank before the correct matching statement.)

1. Isolates
2. Stars
3. Preference
4. Dynamics
5. Sociometrics
6. Parent interview
7. Norm
8. Social Quotient
9. Social Age
10. Rank

_____ Pupils that are not selected by any classmates on a sociogram.

_____ Talking with the parents about the Vineland Social Maturity Scale.

_____ Pupils that are picked often by their classmates on a sociogram.

_____ The standardization data for a test like the Vineland.

_____ Measuring social data on a standard instrument.

_____ The position at which a pupil falls in an array of pupils.

_____ A first choice on the choice priority.

_____ A score that is somewhat equivalent to the intelligence quotient.

_____ The identified development of social behavior given in terms of age.

_____ The personality emergent from interactions among group members.

C. Ten Short Answer Test Items (Write the correct response for each question.)

1. The information gained by the teacher using the Vineland is given by the_____.

2. The sociogram shows the interpersonal_____existing in the group.

3. The teacher may ask a question and ask group members to select their _____to do that activity.

4. The Vineland Social Maturity Scale is a standard_____ of social growth.

5. The sociogram may be given in either the regular or special_____ _____.

6. The Vineland norms were developed to allow_____ interpretation of the data.

7. The sociogram may be given by_____.

8. The Vineland Social Maturity Scale was developed for the purpose of _____.

9. Social development is important in planning for_____ instructional programs for each pupil.

10. The pupil should have good social_____.

TEN KIT 5

Educational Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 4 . . Sociogram and Vineland Maturity Scale Test

Proficiency requires at least 90 per cent accuracy.

A. Ten Item True-False Test (Place circle around correct response.)

(T) F 1. Sociograms are a procedure for recording interpersonal dynamics of a group.

(T) F 2. The sociogram can only be used with a group whose members are acquainted with each other.

(T) F 3. The sociogram administration requires that the pupil answer a set of problems.

T (F) 4. A pupil that is not selected by other members of the group is called a star.

T (F) 5. An isolate means that the pupil is popular with peers.

(T) F 6. The Vineland Social Maturity Scale is a standardized test.

(T) F 7. The Vineland administration requires a parent interview.

(T) F 8. The Vineland test gives a social age.

T (F) 9. The social age or quotient is equal to an achievement score in reading.

(T) F 10. The Vineland requires use of norms.

B. Ten Item Matching Test (Place number in the blank before the correct matching statement.)

1. Isolates
2. Stars
3. Preference
4. Dynamics
5. Sociometrics
6. Parent Interview
7. Norm
8. Social Quotient
9. Social Age
10. Rank

__1__ Pupils that are not selected by any classmates on a sociogram.

__6__ Talking with the parents about the Vineland Social Maturity Scale.

__2__ Pupils that are picked often by their classmates on a sociogram.

TEN KIT 5, Educational Assessment Techniques, Proficiency Assessment
Performance Objective 4

__7__ The standardization data for a test like the Vineland.

__5__ Measuring social data on a standard instrument.

__10__ The position at which a pupil falls in an array of pupils.

__3__ A first choice on the choice priority.

__8__ A score that is somewhat equivalent to the intelligence quotient.

__9__ The identified development of social behavior given in terms of age.

__4__ The personality emergent from interactions among group members.

C. Ten Short Answer Test Items (Write the correct response for each question.)

1. The information gained by the teacher using the Vineland is given by the informant.

2. The sociogram shows the interpersonal dynamics existing in the group.

3. The teacher may ask a question and ask group members to select their favorites to do that activity.

4. The Vineland Social Maturity Scale is a standard measure of social growth.

5. The sociogram may be given in either the regular or special classroom.

6. The Vineland norms were developed to allow standard interpretation of the data.

7. The sociogram may be given by teachers.

8. The Vineland Social Maturity Scale was developed for the purpose of social evaluation.

9. Social development is important in planning for individualized instructional programs for each pupil.

10. The pupil should have good social behavior.

TEN KIT 5

Educational Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 5

The student will conduct a parent interview for Learning Experience 5, using the Vineland when ready. He will schedule a conference with the teacher supervisor to evaluate the interview results. The teacher supervisor will evaluate the Vineland report forms as well as using the standard checklist given. If the student fails to attain the 100 per cent level of proficiency required on this objective, he should recycle through the learning experiences. If the student attains the desired level of performance on this objective, he should be directed to the next objective.

TEN KIT 5

Educational Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 5

The student should obtain a 100 per cent rating on the following checklist in order to demonstrate proficiency:

YES NO

___ ___ 1. Did the student prepare stimulus questions for a sociogram?

___ ___ 2. Did the student administer the sociogram?

___ ___ 3. Did the student interpret the results of the sociogram?

___ ___ 4. Was the student able to identify the educational significance of the sociometric data obtained?

___ ___ 5. Was the student able to use the data in curriculum planning for language disabled pupils?

___ ___ 6. Did the student use the Vineland Social Maturity Scale?

___ ___ 7. Did the student hold a parent interview?

___ ___ 8. Was the student able to apply the Vineland norms correctly?

___ ___ 9. Was the student able to use the information obtained on the Vineland in curriculum planning for the language disabled pupil?

___ ___ 10. Was the sociometric data valuable to the student?

TEN KIT 5

Educational Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 6 Assessment Vocabulary Test

NAME_____ DATE_____

Proficiency requires at least 90 per cent accuracy.

Place the number of each word in the blank before the correct matching statement.

1. Validity
2. Reliability
3. Achievement
4. Diagnostic
5. Norms
6. Mean
7. Distribution
8. Discrimination
9. Error
10. Examiner
11. Individual Differences
12. Intelligence Quotient
13. Statistics
14. Non-Verbal Tests
15. Personality
16. Projective Test
17. Raw Score
18. Readiness
19. Sampling
20. Scores

_____ The ability to consistently measure what a test purports to measure.

_____ The serial arrangement of numbers in an array usually from high to low.

_____ The ability to achieve identical results in a test-retest situation.

_____ The selection of representative members at random to represent a group.

_____ That which one accomplishes of an academic nature in a school setting.

_____ The maturity to accomplish a specific task such as reading.

_____ A test that pinpoints errors attributable to a lack of technical skill in a specific subject matter area.

_____ A standardization sample compiled in such a way as to compare individual scores with the group.

_____ The projection of human characteristics into inanimate objects.

_____ The identifiable characteristics possessed by individual members of society.

**

TEN KIT 5, Educational Assessment Techniques, Proficiency Assessment
Performance Objective 6

_____ The person giving the test.

_____ Proposes to be an I. Q. score.

_____ The degree or amount of incorrect response to a stimulus.

_____ The mathematical computation of test results into a usable array.

_____ The ability to differentiate between two similar stimuli.

_____ A test that does not depend upon reading ability to complete incidence at various intervals.

_____ A measure of central tendency.

_____ The characteristics of individuals.

_____ The number of correct responses on a reading test.

_____ The results of an achievement test for a group of pupils.

TEN KIT 5

Educational Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 6 — Assessment Vocabulary Test

Proficiency requires at least 90 per cent accuracy.

Place the number of each word in the blank before the correct matching statement.

1. Validity
2. Reliability
3. Achievement
4. Diagnostic
5. Norms
6. Mean
7. Distribution
8. Discrimination
9. Error
10. Examiner
11. Individual Differences
12. Intelligence Quotient
13. Statistics
14. Non-Verbal Tests
15. Personality
16. Projective Test
17. Raw Score
18. Readiness
19. Sampling
20. Scores

__2__ The ability to consistently measure what a test purports to measure.

__7__ The serial arrangement of numbers in an array usually from high to low.

__2__ The ability to achieve identical results in a test-retest situation.

__19__ The selection of representative members at random to represent a group.

__3__ That which one accomplishes of an academic nature in a school setting.

__18__ The maturity to accomplish a specific task such as reading.

__4__ A test that pinpoints errors attributable to a lack of technical skill in a specific subject matter area.

__5__ A standardization sample compiled in such a way as to compare individual scores with the group.

__16__ The projection of human characteristics into inanimate objects.

__11__ The identifiable characteristics possessed by individual members of society.

TEN KIT 5, Educational Assessment Techniques, Proficiency Assessment
Performance Objective 6

10 The person giving the test.

12 Proposes to be a measure of intelligence.

9 The degree or amount of incorrect response to a stimulus.

13 The mathematical computation of test results into a usable array.

8 The ability to differentiate between two similar stimuli.

14 A test that does not depend upon reading ability to complete incidence at various intervals.

6 A measure of central tendency.

15 The characteristics of individuals.

17 The number of correct responses on a reading test.

20 The results of an achievement test for a group of pupils.

*

TEN KIT 5

Educational Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 7

The student should give the Purdue Perceptual Motor Survey to an appropriate language disabled pupil for Learning Experience 7. He should then schedule a conference with the teacher supervisor to evaluate testing results. The teacher supervisor will evaluate the test forms and testing results from Learning Experience 7 against a standard checklist. If the student fails to attain the 90 per cent level of proficiency required for this objective, he should recycle through the learning experiences for this objective.

TEN KIT 5

Educational Assessment Techniques

PROFICIENCY ASSESSMENT

Performance Objective 7

The student should obtain a 90 per cent rating on the following checklist in order to demonstrate proficiency:

YES NO

___ ___ 1. Did the student follow directions on the Purdue Perceptual Motor Survey?

___ ___ 2. Did the student correctly score the Purdue Perceptual Motor Survey?

___ ___ 3. Did the student use the norms correctly?

___ ___ 4. Did the student understand the different motor movements evaluated?

___ ___ 5. Did the student understand the results of testing and their importance in the psychomotor development of language disabled pupils?

___ ___ 6. Did the student seem confident in the use of the test instrument?

___ ___ 7. Was the student able to translate results into data of educational significance to the language disabled pupil?

___ ___ 8. Was the student able to see the relationship between motor function and academic achievement?

___ ___ 9. Could the student provide counseling for all interested publics from test results?

___ ___ 10. Did the student feel the Purdue Perceptual Motor Survey was a valuable teaching tool?

TEN KIT 5

Educational Assessment Techniques

Performance Objective 6

Glossary of Terms

1. Achievement - That knowledge acquired by the child which is of an academic nature.

2. Achievement Battery - A battery of achievement tests.

3. Achievement Test - A test designed to measure the amount of knowledge and/or skill a person has acquired, usually as a result of classroom instruction; may be either informal or standardized.

4. Age Equivalent - The chronological age for which a specified raw score is the average raw score.

5. Age Norms - Norms which give age equivalents for raw score values.

6. Alternate-Form Reliability - A method of estimating test reliability.

7. Anticipated-Achievement Grade-Placement Score - A concept used by the California Test Bureau to indicate the average grade-placement score made on an achievement test by pupils having a specified mental age and grade placement.

8. Aptitude - That combination of characteristics, both native and acquired, which indicate the capacity of a person to develop proficiency in some skill or subject matter after relevant training; usually, but not necessarily, implies intellectual or skill aspects rather than emotional or personality characteristics.

9. Articulation - Act or process of developing different editions, forms and (especially) levels of the same test to yield results that are complete.

10. Average - A general term for any central tendency measure; most commonly used in testing are the mean, median and mode.

11. Battery - (1) A set of tests standardized on the same group, so that the results will be comparable; such a battery is called "integrated". (2) A set of tests administered at about the same time to an individual or group; e. g., an employment battery, counseling battery or admissions battery.

12. Chronological Age (CA) - Any person's age, i. e., the length of time he has lived. The CA is used in determining intelligence quotients and is a factor to consider when interpreting certain types of scores, especially age scores.

TEN KIT 5, Educational Assessment Techniques, Glossary of Terms, Performance Objective 6

13. Class Interval - The unit of frequency distribution, especially when the unit is greater than one; a band of score values assumed to be equal for purposes of computation or graphing.

14. Coefficient of Correlation - An index number indicating the degree of relationship between two variables, i. e., the tendency for values of one variable to change systematically with changes in values of a second variable; no relation = 0.00, a perfect relationship = 1.00.

15. Content Reliability - The consistency with which a test measures whatever it measures; may be estimated by a reliability coefficient based on (a) split halves, (b) alternate forms or (c) internal consistency.

16. Content Validity - Logical evidence that the item content of a test is suitable for the purpose for which the test is to be used; concept is used principally with achievement tests.

17. Continuous Variable - A variable capable, actually or theoretically, of assuming any value--as opposed to a discrete variable, which may take only whole-number values; test scores are treated as being continuous although they are less obvious examples than time, distance, weight, etc.

18. Correlation - Tendency for two (or occasionally more) variables to change values concomitantly. NOTE: Evidence of correlation is not evidence of causation.

19. Criterion - A standard against which a test may be validated; e. g., grade-point average is an obvious criterion for a scholastic aptitude test.

20. Criterion-Keying - The act or process of developing a test's scoring key empirically, through noting characteristic differences in answers made by different groups of individuals.

21. Cross-Validation - The act or process of verifying results obtained on one group (or one study) by replication with a different, but similar, group (or study).

22. Decile - Any one of the nine percentile points which divide a distribution into ten subgroups of equal frequency; e. g., the first decile (D_1) is the same as the tenth percentile (P_{10}).

23. Decile Rank - A derived score expressed in terms of the nearest decile; thus, a decile rank of 1 is given to any value between the fifth and fifteenth percentiles. NOTE: A decile rank of 0 is given to values below the fifth percentile; a decile rank of 10 to any value above the ninety-fifth percentile.

24. Derived Score - Any type of score other than a raw score.

TEN KIT 5, Educational Assessment Techniques, Glossary of Terms, Performance Objective 6

25. Deviation - The amount by which a score differs from a specified reference point (usually, but not always, the mean or other average).

26. Deviation IQ - (1) A standard score with a mean fixed statistically at 100 and standard deviation fixed according to the wish of the test's author; has advantages over the ratio IQ, which it is designed to approximate. (2) A normalized standard score designed to resemble a ratio IQ, but possessing certain advantages. (3) A derived score in which IQ is equal to 100 plus the amount by which an examinee's raw score deviates from the norm for his age.

27. Diagnostic Test - (1) A test (usually of achievement) designed to diagnose specific educational and study difficulties. (2) Any test given in connection with counseling or psychotherapy as an aid to diagnosing an individual's mental disorder, possible maladjustment, etc.

28. Difficulty Value - A statement of a test item's difficulty, usually expressed as the percentage of individuals in a given group answering the item correctly.

29. Discrete Value - A value obtained through counting rather than measuring; thus, can take only whole-number values--e. g., number of employees in each plant, number of books in school libraries, number of students in each classroom, etc.--unlike continuous variables which can assume any value.

30. Discrimination Value - Any of several statistics used to express the extent to which a test item shows a difference between high-ability and low-ability examinees.

31. Distracter - Any incorrect alternative in a multiple-choice item.

32. Distribution - The incidence of scores at each frequency in a range of scores.

33. Educational Age - A derived score in which the examinee's performance on an achievement test is stated as the age for which his performance is average; analogous to mental age scores on an intelligence test.

34. Empirical Validity - Test validity based on data from actual studies; e. g., as evidenced by coefficient of correlation between test scores and criterion values.

35. Equivalent Form - Any of two or more forms (or versions) of a test, usually (but not always) standardized on the same population and published at the same time--which forms are designed to be similar in item content and difficulty so that scores on the forms will be similar.

TEN KIT 5, Educational Assessment Techniques, Glossary of Terms, Performance Objective 6

36. Error - A generic term for those elements in a test and testing situation which operate to keep a test from giving perfectly valid results.

37. Examiner Expectancy Table - Any table showing class intervals of test scores (or other predictor variable) along one axis, and criterion categories (or similar information) along the other axis; entries show number or, more typically, percentage of individuals within specified score intervals who have achieved at a given level on the criterion variable.

38. Extrapolation - The act or process of estimating values beyond those actually obtained; e. g., extreme values for both age and grade-placement scores have to be established in this manner.

39. Face Validity - Superficial appearance of validity; i. e., test looks as if it should measure what is intended (regardless of the presence or absence of data indicating that it is actually valid for some purpose).

40. Factor - (1) Strictly and technically, an element or variable presumed to exist because of its ability to help explain some of the interrelationships noted among a set of tests. (2) Equally, properly, the ability or characteristic represented by a factor. (3) loosely, anything which is partially responsible for a result or outcome (e. g., "study is an important factor in obtaining good grades").

41. Frequency - The number of individuals obtaining any specified score or falling in any specified class interval.

42. Frequency Distribution - Any orderly arrangement of scores, usually from highest to lowest, showing the number of individuals (i. e., the frequency) making each score or falling in each class interval.

43. Grade Norm - The average test score obtained by pupils with a specified grade placement.

44. Grade-Placement Score - A derived score which is expressed as the grade placement of those pupils for whom a given score was average; e. g., a grade-placement score of 7.3 indicates average performance for pupils in the third month of the seventh grade.

45. Group Test - A test designed to be administered simultaneously to a group of examinees by one examiner.

46. Individual Differences - The variation in all areas of development between persons.

47. Individual Test - A test which usually, if not always, can be administered to only one examinee at a time.

**

BEST COPY AVAILABLE

TEN KIT 5, Educational Assessment Techniques, Glossary of Terms, Performance Objective 6

48. Intelligence - An abstraction variously defined by various authorities; in general, that capacity or set of capacities which enable an individual to learn, to cope with his environment, to solve problems, etc.

49. Intelligence Quotient (IQ) - A measure used to interpret the potential of a person in terms of a standard score.

50. Internal Consistency - A term referring to any of several techniques for estimating the content reliability of a test through knowledge of item analysis statistics.

51. Inventory - (1) Most commonly used to describe a paper-and-pencil test of personality, interest, attitude or the like. (2) Less commonly used to describe an achievement test designed to "take an inventory" of student or class knowledge or skill on a specific task.

52. Item - (1) Any individual problem or question on a test. (2) Usually, but not always, the basic scorable unit of an objective test.

53. Item Analysis - The act or process of examining a test item empirically to determine (a) its difficulty value, and (b) its discrimination value. NOTE: Such values will differ somewhat from group to group and from time to time.

54. Mean - Most widely used measure of central tendency; equals the sum of scores divided by the number of examinees.

55. Median - Next to the mean, the most common measure of central tendency; the point on the scale of score values which separates the group into two equal subgroups; the fiftieth percentile (P_{50}), second quartile (Q_2), and the fifth decile (D_5).

56. Mental Age - A derived score used on intelligence tests only, which is expressed as the age for which a given raw score is average or typical; e. g., a mental age of 12-4 indicates intelligence test performance that is average for children of twelve years, four months of age.

57. Mode - A measure of central tendency; that score value which has the highest frequency; i. e., that score obtained by more examinees than any other.

58. Non-Verbal Tests - A test developed for evaluation of a person in performance areas.

59. Norm - Average, normal or standard for a group of specified status (e. g., of a given age or grade placement).

60. Normal Distribution (Curve) - A useful mathematical model which represents the distribution expected when an infinite number of observations (e. g., scores) deviate from the mean only by chance; although a normal distribution can never be attained in reality,

BEST COPY AVAILABLE

many actual distributions do approach this model. The curve drawn to portray the normal distribution is a symmetrical bell-shaped curve whose properties are completely known.

61. Norms - A set of values descriptive of the performance on a test of some specified group; usually shown as a table giving equivalent values of some derived score for each raw score on the test.

62. Objective Test - A test for which the scoring procedure is specified completely in advance, thereby permitting complete agreement among different scorers.

63. Paper-and-Pencil Test - Any test which requires no materials other than paper, pencil and test booklet; most group tests are paper-and-pencil tests.

64. Parameter - A summary of descriptive value (e. g., mean or standard deviation) for a population or universe; i. e., a parameter is to a population as a statistic is to a sample.

65. Percentile (P) - Any of the ninety-nine points along the scale of score values which divide a distribution into one-hundred groups of equal frequency; e. g., P_{73} is that point below which fall 73 per cent of the cases in a distribution.

66. Personality Test - A typical-performance test, questionnaire or other device designed to measure some affective characteristic of the individual.

67. Population - Any entire group so designated; i. e., the total group which is of interest or concern. As commonly used in testing, refers to the totality about which statistical inferences are to be made and from which a sample is taken.

68. Power Test - Any maximum-performance test for which speed is not an important determinant of score; thus, a test with no time limit or with a very generous time limit.

69. Profile - A graphic representation of the performance of an individual (or, less commonly, a group) on a series of tests, especially the tests in an integrated battery.

70. Projective Technique - Any method of personality measurement or study which makes use of deliberately ambiguous stimuli (e. g., ink blots, incomplete sentences, etc.) into which the examinee must "project" his personality when responding.

71. Quartile - Any of the three points which divide a frequency distribution into four groups of equal frequency. The first quartile (Q_1) equals the twenty-fifth percentile (P_{25}); $Q_2 = P_{50}$ = median; and $Q_3 = P_{75}$.

**

BEST COPY AVAILABLE

TEN KIT 5, Educational Assessment Techniques, Glossary of Terms, Performance Objective 5

72. Random Sample - A sample drawn from a population in such a manner that each member has an equal chance of being selected; samples so drawn are unbiased and should yield statistics "representative" of the population.

73. Range - The difference between highest and lowest scores made on a test by a specified group.

74. Raw Score - The basic score initially obtained from scoring a test according to directions given by the test maker; usually equal to number of correct responses, but may be number of wrong answers or errors, time required for a task, etc.

75. Readiness - The level or development of a child in relation to his ability to perform a task.

76. Reliability - Consistency or stability of a test or other measuring instrument; necessary for, but not sufficient for, validity. Commonly expressed as a reliability coefficient or a standard error of measurement.

77. Sample - A general term referring to a group, however selected, assumed to represent an entire population.

78. Sampling - The measurement of a population characteristic by means of evaluating a small representative group within the total population.

79. Scaled Score - (1) Loosely, any derived score. (2) More technically, any of several systems of scores (usually similar to standard scores) used in (a) articulating different forms, editions and/or levels of a test; or (b) developmental research.

80. Scores - The value or worth given a specific task for purposes of evaluation usually in numeric form.

81. Skewed (Distribution) - A noticeably asymmetrical distribution of scores. A distribution with many high scores and very low scores is said to be "skewed to the left" or "negatively skewed".

82. Standard Deviation (s or σ) - A measure of variability preferred over all others because of its soundness mathematically and its general usefulness as a basis for (a) standard scores, (b) standard errors and (c) various statistical tests of significance.

83. Standard Error - An estimate of what the standard deviation of a statistic would be if successive values were found for that statistic through repeated testings (usually on different, but similar, samples drawn from the same population).

BEST COPY AVAILABLE

TEN KIT 5, Educational Assessment Techniques, Glossary of Terms, Performance Objective 6

84. Standard Score - Any of several derived scores based on number of standard deviations between a specified raw score and the mean of the distribution.

85. Standardization - The act or process of developing a standardized test; many stages are involved in careful standardization, among these: tryout of items, item analyses, validation studies, reliability studies, development of norms and the like.

86. Standardized Test - An empirically developed test, designed for administration and scoring according to stated directions, for which there is evidence of validity and reliability, as well as norms.

87. Statistics - A mathematical manipulation of data usually in a numerical form that allows comparison between sets of data.

88. Subjective Test - A test on which the personal opinion or impression of the scorer is one determinant of the obtained score; i. e., the scoring key cannot be (or is not) prescribed in advance of scoring.

89. Survey Test - A test designed to measure achievement in one or more specified areas, usually with the intention of assessing group understanding of the concepts, principles and facts--rather than individual measurement.

90. T-Score - A standard score which has a mean of 50 and a standard deviation of 10.

91. Temporal Reliability - Test stability over a period of time, estimated through a test-retest reliability coefficient; i. e., a coefficient of correlation based on scores made on the same test at two different times.

92. True Score - A theoretical concept never obtainable in practice, an error-free score; usually defined as the average of the scores that would be obtained if a specified examinee were to take the same test an infinite number of times (assuming no learning).

93. Truncated - Term used to describe a distribution of scores that is cut off artificially or arbitrarily at some point, whatever the reason; e. g., a distribution of test scores in which many examinees receive the maximum possible score, thereby not enabling these examinees to score as high as they could have if the test had a suitable ceiling.

94. Typical-Performance Test - Any test designed to measure what an examinee is "really like," rather than any intellective or ability characteristic; category includes tests of personality, attitude, interest, etc; used in opposition to maximum-performance test.

**

TEN KIT 5, Educational Assessment Techniques, Glossary of Terms, Performance Objective 6

95. Validity - The extent to which a test does the job desired of it; the evidence may be either empirical or logical. Unless otherwise noted, empirical validity is implied.

96. Variable - (1) Any trait or characteristic which may change with the individual or the observation. (2) More strictly, any representation of such a trait or characteristic which is capable of assuming different values; e. g., a test is a variable.

97. Variable Error - Any deviation from a true score attributable to one or more nonconstant influences, such as guessing, irregular testing conditions, etc; always has a direct adverse effect on reliability; by definition, variable errors are uncorrelated with true scores.

98. Work-Sample Test - A test on which the examinee's response to a simulated on-the-job problem or situation is evaluated; e. g., a pre-employment typing test.

99. WAIS - A standard IQ test for adults.

100. WISC - A standard IQ test for children of school age.